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MEMORANDUM

To: The Honorable Phil Bredesen, Governor of Tennessee
The Honorable Ron Ramsey, Lt. Governor of Tennessee
The Honorable Jimmy Naifeh, Speaker of the House of Representatives
The Honorable Jamie Woodson, Chair, Senate Education Committee
The Honorable Les Wittingham, Chair, House Education Committee
B. Fielding Rolston, Chairman, Tennessee State Board of Education
Dr. Gary Nixon, Executive Director, Tennessee State Board of Education

From: Lana C. Seivers

Re: Annual Alternative Education Report

Date: January 31, 2008

Tenn. Code Ann. § 49-6-3404 provides that the Advisory Council for Alternative Education submit an annual report to the Governor, the General Assembly and the State Board of Education. Transmitted herewith is the first annual Alternative Education Report for the school year 2006-2007. Information presented in this report summarizes data provided by Tennessee school districts.

Alternative education programs in Tennessee attempt to meet student's educational, behavioral and social needs, while addressing the negative behaviors and attitudes that serve as a barrier to learning. The attached report provides an overview of the nature and extent of these programs across the state. The information provided by districts will help guide the Advisory Council and the Department of Education in our continued efforts to improve the quality of alternative education in Tennessee.

Questions regarding this report may be directed to James Vince Witty, Alternative Education Coordinator in the Office of School Safety and Learning Support. He may be reached by phone at (615) 741-3248 or via email to james.witty@state.tn.us.

LCS/jw

Attachment



TENNESSEE DEPARTMENT OF EDUCATION

Division of Resources and Support Services

Office of School Safety and Learning Support

6th Floor, Andrew Johnson Tower

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Nashville, TN 37243

Annual Alternative Education Report

(School Year 2006-2007)

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Governor's Advisory Council for Alternative Education

February 2008

Printable report also available on our website at:

<http://state.tn.us/education/learningsupport/alted/index.shtml>

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Annual Alternative Education Report (2006-2007 School Year)

Introduction

Tenn. Code Ann. § 49-6-3404 requires that at least one alternative school be established for districts serving students in grades seven through twelve. Furthermore, Tennessee Code provides that the Advisory Council for Alternative Education “make an annual report to the Governor, the education committees of the Senate and the House of Representatives, the Commissioner of Education and the State Board of Education on the status of alternative education in Tennessee” (*Tenn. Code Ann. § 49-6-3404*). The following report fulfills that legislative mandate.

Information provided in this report summarizes district and school surveys provided by all of Tennessee’s school districts. The report also provides a historical perspective of alternative education in Tennessee, identifies current trends in the field, offers stories of success, and provides an action plan for the coming year. The Advisory Council also presents a contemporary definition of alternative education.

What do we mean by “Alternative Education?”

Historically, the term alternative education has had a negative stigma attached to it. In Tennessee, most alternative education programs serve students who have been suspended or expelled and are punitive in nature. But a small and growing number of districts are beginning to offer programs outside the traditionally accepted norm. More and more programs are serving students outside of those who have been suspended or expelled. These programs are serving students that are not successful in a traditional school setting. Acknowledging this, the Governor’s Advisory Council found it absolutely necessary to ask the question, “What do we really mean by ‘Alternative Education?’” Currently, the Tennessee State Board of Education defines alternative education as a **“short term (one year or less) intervention program designed to develop academic and behavioral skills for students who have been suspended or expelled from the regular school program.”** While at one point in Tennessee’s history this definition might have accurately represented alternative education, it may no longer represent all alternative education programs in our state.

In light of this, the Council felt it absolutely necessary to discuss the complexity of alternative education in our state, and adopt a broader definition that encompasses all alternative education programs in Tennessee. The Advisory Council for Alternative Education recommends that the State Board of Education adopt a new, more accurate and contemporary definition of alternative education. The Council advises that the following definition of alternative education be adopted: **“A nontraditional academic program designed to meet the**

student's educational, behavioral and social needs.” The new definition acknowledges a more positive, youth- centered model for educating students attending an alternative setting. For a historical look at alternative education in Tennessee visit Appendix 1.

Survey Results

The Governor’s Advisory Council for Alternative Education in coordination with the Study Council for Alternative Education developed the *2006-2007 Annual Alternative Education Survey*. A copy of the survey can be found in Appendix 2. Note that two surveys were sent out to school districts. The first is a district level survey that was completed by the district’s alternative education coordinator. This instrument successfully identified a contact person for each local education agency, thereby providing a framework for networking and collaboration among districts, the Advisory Council and the Department of Education. The second is a principal/lead teacher survey. One survey was submitted per alternative education program, identifying every alternative education program in the state of Tennessee. Below is a summary of results based on the returned surveys.

Findings indicate that there are (139) alternative schools and/or programs. This translates into (629) classrooms dedicated solely to providing alternative education services. In Tennessee, (17,661) students were provided services in an alternative education setting. Tennessee’s total capacity for alternative education placements is (23,169). The average stay for a student in an alternative program was (59) days. Another interesting finding is that several smaller school districts contracted with other LEAs to provide alternative education services. In (50) school districts an advisory committee has been established to help guide the program.

In the same survey, school districts were asked to rate the primary reason for student participation in their alternative education program. The number one reason for student participation was a culmination of *disruptive behavior(s)* (58 percent). The second most cited reason was for committing a *zero tolerance offense* (24 percent). Finally, the *need for an alternative education strategy* was indicated (18 percent). Appendix 3 summarizes these findings.

LEAs were also asked to indicate if the following school elements existed in their program including: counseling, behavioral support, technology-based instruction, juvenile court partnership, transition services, drug testing and extended day programming. The most prominent element was counseling with (139) programs offering this service. The second most reported school element was behavioral support mechanisms with (131) programs reporting. Technology-based instruction was offered in (126) alternative education programs. Juvenile court partnerships and transition services were offered in (96) alternative education programs. Fewer programs conducted drug testing (60 reporting) and

even fewer offered extended day programming (44 reporting). Appendix 4 summarizes these findings.

The survey to districts indicated several things about the varying nature of alternative education programs across the state. Alternative education programs may be housed in a designated, separate, alternative school building that may or may not have a school number. Districts also report that alternative education programs may be self-contained within a traditional school.

The program type also differs from school district to school district. Some alternative education programs aim to segregate, contain and reform disruptive students. Traditionally, placements in these type programs are purely punitive. On the other end of the spectrum are programs of choice and therapeutic type programs. Programs of choice traditionally provide individualized, student-centered instruction. Therapeutic type programs target students with social and emotional problems. Even more interesting is that some alternative education programs have a mixture of the above elements.

As stated previously, the average stay for a student was (59) days in an alternative program. The survey provides insight into the length of placement. Some districts have a short term placement (45 days or less), while others have more of a long term placement (45 days or more). Appendix 5 was devised to demonstrate the complexity of alternative education programs across the state of Tennessee.

Educators were also given an opportunity to discuss the general needs of their program. Sample comments from districts may be found in Appendix 6. Most comments shed light on the vast needs of alternative education programs. Current trends in alternative education and a review of literature were also conducted by Department staff and may be found in Appendix 7.

Success Stories

Alternative education programs can have a positive effect on students who attend. Often, when reporting on educational programs, a student's success gets lost in statistics and numbers. For this reason, it is appropriate to look at stories of success. Although there are countless examples, the letters below demonstrate how alternative education programs can have a lasting impact on Tennessee's students and their families.

Success Story:
The following is a letter written by Lisa Stansfield (Parent), to Karen Willey
(Principal of New Directions Academy)

New Directions Academy

Mrs. Willey,

Two years ago prior to attending New Directions Academy my son was in a lot of trouble regarding his behavior and temperament. He was attending Dickson Middle School at the time and was suspended several times for fighting. His anger issues and temperament was how he ended up attending New Directions Academy.

As a mother, it was one of the most difficult times in my life. On the first day of school, I can remember how scared I was when he had to go through a metal detector and remove his belt and shoes. All I could think at the time was that this is NOT going to help him. In fact, I was more afraid it would make his behavior worse. New Directions Academy and the staff not only proved me wrong but have made my son a better person for having attended. He learned quickly that anger and impulsive reactions are what got him to where he was. With all of your help, guidance, discipline and consistency, he learned how to control his anger. He also learned a valuable lesson regarding life and he learned how to interact with kids and adults with a more controlled attitude. You taught him to stop and think before he reacts because in life all actions have consequences.

He is now attending Dickson High School and is an A/B students involved in school activities and sports. This year he has already been tested in regards to his actions. He was approached by a boy at school and this boy started a confrontation. He punched my son in the nose. I received a call from the principal that afternoon. He told me that he was proud of my son because he did not retaliate. I can not describe the relief I felt hearing those words. I am so proud of my son and know without a doubt that a lot of that is due to New Directions Academy and your wonderful teachers and staff.

My son would be the first to tell you that without New Directions Academy, he does not know where he would be today. He still misses all of you and is still asking me to bring him by for visits. As a Mother, I want to say thank you for believing in him and encouraging him to succeed.

Thank you for all you have done and continue to do in the lives of our students.

Sincerely,

Lisa Stansfield

Success Story:
*Below is a self-reflective essay by a student who attended Smyrna West
Alternative*

Some people may say that the character of a person is unwilling to change for the greater good; I beg to differ. My first thoughts of this alternative school were the most negative thoughts that have ever crossed my mind. I never imagined I would succeed at something that seemed so far away and unattainable.

I have learned from the very first step into the hallway that you cannot get by in life, or the level system, without tremendous respect for others and yourself. Giving all people the right they deserve, to be treated fairly, was a major component in achieving the onward goal: the goal of getting the dreadful past behind me and to learn from the lesson that came from it.

Indeed, I made a huge mistake in my life that had the consequences of taking away my right to attend a public school. Wearing the uniform was enough to make me seem like I was in prison and change because of a guilty conscience. The only way to get free was to lead an example for others to follow after I was gone from the school. I wanted to leave an impression on the ones behind me who had taken the same rocky road I took.

There are also many other factors to my growth at Smyrna West Alternative. Showing all my teachers that I could be the best I could be was a challenge. I am use to being average in all that I do, but here, I tried to be all that I could be. It tested my skill to be a better person and now I know that when I go back to my home school that I will be an even more diligent worker. I am very pleased in the fact that I know I am a better version of myself. *This school has definitely helped me in every way I couldn't think possible.*

One thing I am most proud of at this school is being a teacher. As I said before, I wanted to achieve my goal by helping others, and I believe I have done that duty. The mentoring program helped me in the process of learning to help others. It may not seem logical, but I believe my character has grown in a way that I now can connect with others and help them get through their hardships here at this school.

I have written a personal narrative of how I ended up at Smyrna West Alternative. In it, I explained that everyone will need a second chance at one time in their life. My second chance just happens to be at the age of fifteen, and this school was another step in the path to help bring me victory and success. I have learned my place in life, on the right side.

Next Steps (Advisory Council)

The Governor's Advisory Council for Alternative Education has made major strides in a short period of time, but much is still left to be done. The first meeting of the Council was convened on July 26, 2007. Since that meeting, the Council has adopted governing by-laws, elected a Chair, Co-Chair, and Secretary, set forth priorities, established a plan of action, and compiled the first Annual Alternative Education Report. Below are proposed areas the Council hopes to address in the coming year.

1. Pursuant to Public Charter Number 517, the Council will generate a recommended model for transitional planning and distribute it to the State Board of Education and the General Assembly. Furthermore, the Council will recommend measures to monitor students' academic and behavioral successes in alternative education settings.
2. In accordance with Public Charter Number 211, the Council will study issues relating to the establishment of pilot alternative schools.
3. The Council will also update program standards, indicate how those standards are attainable, and develop a new model for Tennessee's alternative education programs. To help districts better evaluate their programs, the Council will provide districts with an evaluation instrument.
4. Acknowledging the stigma associated with the term "alternative education," the Council will look at possible "alternatives" to the current terminology.
5. The Council also plans to schedule a symposium to bring together public agencies, not-for-profit corporations, mental health providers, and business leaders in a unified effort to improve the quality of alternative education in Tennessee.

Next Steps (Department of Education)

The Department of Education will continue to assume a leadership role in coordinating the activities of the Governor's Advisory Council for Alternative Education. In conjunction with the Council, the Department will continue to collect vital information on alternative education and disseminate that information through the annual report. Department staff will also support the Council in its efforts to revise program standards, develop a model for alternative education programs, develop a self-evaluation instrument, and address any other needs of the Council.

Staff will continue to provide technical assistance to programs on methods for developing, and expanding current alternative education programs across the state. Furthermore, the Department will continue to identify best practices in the field and distribute that to local school districts via the Department's Study

Council for Alternative Education. Appendix 8 includes a list of regional councils across the state.

Information will also be made available to districts via our new alternative education website at:

<http://state.tn.us/education/learningsupport/alted/index.shtml>.

Finally, staff will work to increase awareness (among educators and the general public) of the central goals and functions of alternative education and seek out opportunities for collaboration and networking.

**Annual Alternative Education Report
(2006-2007 School Year)**

APPENDICES

History of Alternative Education in Tennessee

According to the Comptroller's report on alternative education titled *Tennessee's Alternative Schools*, one of the first alternative schools in our state originated in Dickson County in the late seventies (2005, p. 2). Former Juvenile Judge William D. Field, Sr. identified a true need for alternatives to students being expelled or suspended from school (Comptroller of the Treasury, 2005, p. 2). In 1984, the General Assembly passed a bill authorizing the establishment of alternative schools for those who were continually having disciplinary problems in their traditional school environment (Comptroller of the Treasury, 2005, p. 8). The legislature soon amended that bill in 1986 to *require* an alternative school for students in grades seven through twelve (Comptroller of the Treasury, 2005, p. 8).

The Education Improvement Act (EIA) was passed by the Tennessee General Assembly in 1992. This mandated that any school district serving students in grades seven through twelve have at least one alternative education program (Comptroller of the Treasury, 2005 p. 3). The state legislature later authorized LEAs to create alternative programs for grades one through six. The General Assembly also passed legislation that prevented students from graduating from an alternative school (Comptroller of the Treasury, 2005, p. 8).

In 1996, the General Assembly authorized the Department of Education to establish a pilot alternative school program, one in each grand division (Comptroller of the Treasury, 2005, p. 8). The state legislature also mandated that the State Board of Education provide a curriculum for alternative schools focused on reforming students. In response, the Board released *Alternative School Program Standards* in 2000 (Comptroller of the Treasury, 2005, p. 8-9). In 2004, the Senate passed Joint Resolution 746 that required the Office of Education Accountability of the Comptroller's Office to conduct a study of alternative schools in Tennessee. That report was released in April of 2005.

More recently (2006), the General Assembly amended *Tenn. Code Ann. § 49-6-3404* to require the establishment of an Advisory Council, referred to as the Governor's Advisory Council for Alternative Education. The Advisory Council is charged with the following responsibilities:

1. Consider any issue, problem or matter related to alternative education presented to it by the Governor, the Commissioner, or the State Board of Education, and give advice thereon.
2. Study proposed plans for alternative education programs or curricula to determine if the plans or curricula should be adopted.
3. Study alternative education programs or curricula implemented in Tennessee school systems to determine the effectiveness of the programs or curricula, and alternative education programs or curricula implemented

Appendix 1

- in other states to determine if the programs or curricula should be adopted in Tennessee schools.
4. Consider rules of governance of alternative schools and make recommendations concerning rules of governance.
 5. Make an annual report to the Governor, the education committees of the Senate and the House of Representatives, the Commissioner of Education and the State Board of Education on the state of alternative education in Tennessee.

In 2007, Public Chapter Number 517 mandated a transition plan for students entering and leaving an alternative education setting and establishes greater accountability measures to include monitoring academic and behavioral progress of students. Public Chapter Number 211 required that the Advisory Council for Alternative Education study issues relating to the establishment of pilot alternative school programs. Finally, Bill Public Chapter Number 455 required the Department of Education to create a pilot project for the 2007-2008 school year in Davidson County.

Annual Alternative Education Report SY 2006-07

District Summary Report

Appendix 2

As Required by TCA 49-6-3404



Alternative Education as defined by the State Board of Education:

"A short term (one year or less) intervention program designed to develop academic and behavioral skills for students who have been suspended or expelled from the regular school program."

TCA 49-6-3402 mandates "at least one (1) alternative school shall be established and available for students in grades seven through twelve (7-12) who have been suspended or expelled." **TCA 49-6-3404** requires that the Department of Education submit a report annually on the status of alternative education/schools in Tennessee. In order to gain a better perspective, the following survey was compiled. The information provided to the Department will be reported to the Governor, both education committees of the General Assembly, and the State Board of Education. Please complete the following surveys and return them to the address listed below. **Please note that there are two surveys. The first survey is a district level survey (only one should be submitted per district); the second is a principal/lead teacher survey (one should be submitted per school or program).**

School System:	Date:
Alternative Education Coordinator:	Email Address:
Phone Number: ()	Fax: ()
Address:	City and Zip Code:
Person Completing Report (if different from above):	Phone Number: ()

Participation (totals from all School/Program Level Reports):

Number of alternative schools* and programs in your district:	
Total number of classrooms in alternative schools or programs in your district:	
Total number of students served in all alternative education programs or schools in your district during the 2006-2007 school year:	
District's total capacity (seats):	
Has an alternative schools/education advisory committee been established at the district level?	YES <input type="radio"/> NO <input type="radio"/>

*** A facility dedicated solely to alternative education.**

Alternative schools or programs that operated during the 2006-2007 school year:

(Please note that one School/Program Level Report should be submitted for each school or program identified below)

1.	5.
2.	6.
3.	7.
4.	8.

Please return all forms no later than **June 30, 2007**, to:
 James Vince Witty, Alternative Education Coordinator
 710 James Robertson Parkway, 5th Floor AJT
 Nashville, TN 37243
 ED- 5368

OR

FAX: (615) 532 - 6638
 Please direct questions to James Vince Witty at
 615-532-4768 or james.witty@state.tn.us

Annual Alternative Education Report SY 2006-07
School/Program Level Report
(To be completed by Principal/Lead Teacher)
As Required by TCA 49-6-3404



TCA 49-6-3404 requires that the Department of Education submit a report annually on the status of alternative education/schools in Tennessee. In order to gain a better perspective, the following survey was compiled. The information provided to the Department will be reported to the Governor, both education committees of the General Assembly, and the State Board of Education. ***The following survey is to be completed by all alternative school principals and/ or the lead teachers of an alternative program. Once completed please return to your district's Alternative Education Coordinator.***

School Name:	School Number (if applicable):
Principal/ Lead Teacher:	Email Address:
Phone Number: ()	School System:
Person Completing Report (if different from above):	Phone Number: ()

Participation:

Number of classrooms in alternative school or program:	
Number of students served during the 2006-2007 school year:	
Total capacity (i.e. seats):	
Average length of placement:	
Number of certificated staff:	
Number of non-certificated staff:	

Primary Reason for Student Assignment (Rank 1, 2, and 3):

Zero tolerance offense	
Disruptive behavior	
Need for alternative education strategy	
Other (please describe in space given)	

Are you a stand alone alternative school (the facility is dedicated solely to alternative education)?	YES <input type="radio"/> NO <input type="radio"/>
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Appendix 2

School Elements (Check all that Apply):

Individual and/or family counseling	
Use of level system or similar behavior support mechanism that encourages appropriate behavior	
Student drug testing	
Technology-based instruction	
Afterschool or other extended day programming	
Juvenile court partnership	
Transition services	
Other (please describe in space given)	

1. What model(s) or curriculum are you currently implementing in your alternative classrooms?

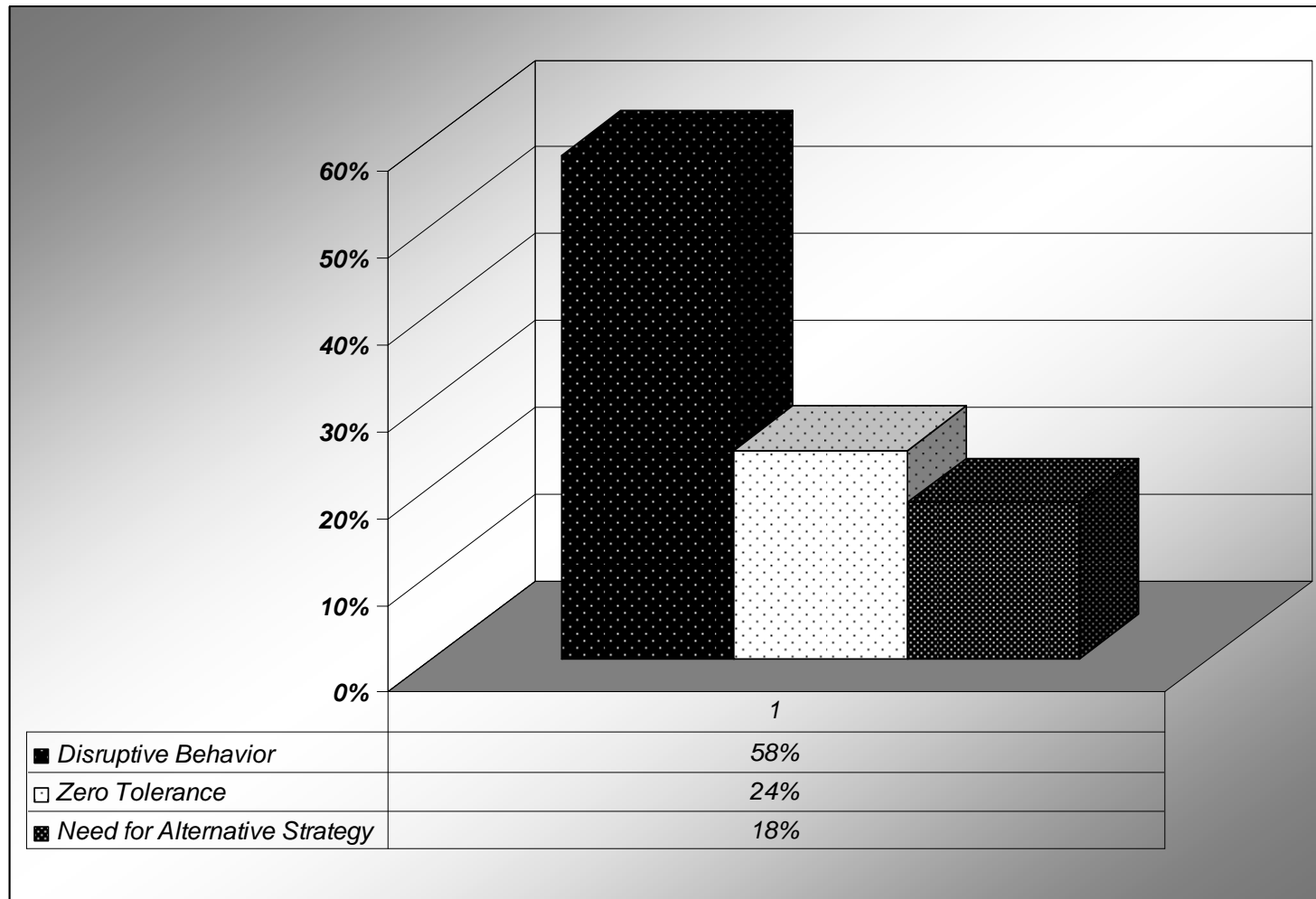
2. What technical assistance opportunities would help you as an alternative educator?

Please return this form to your district's Alternative Education Coordinator

Appendix 3

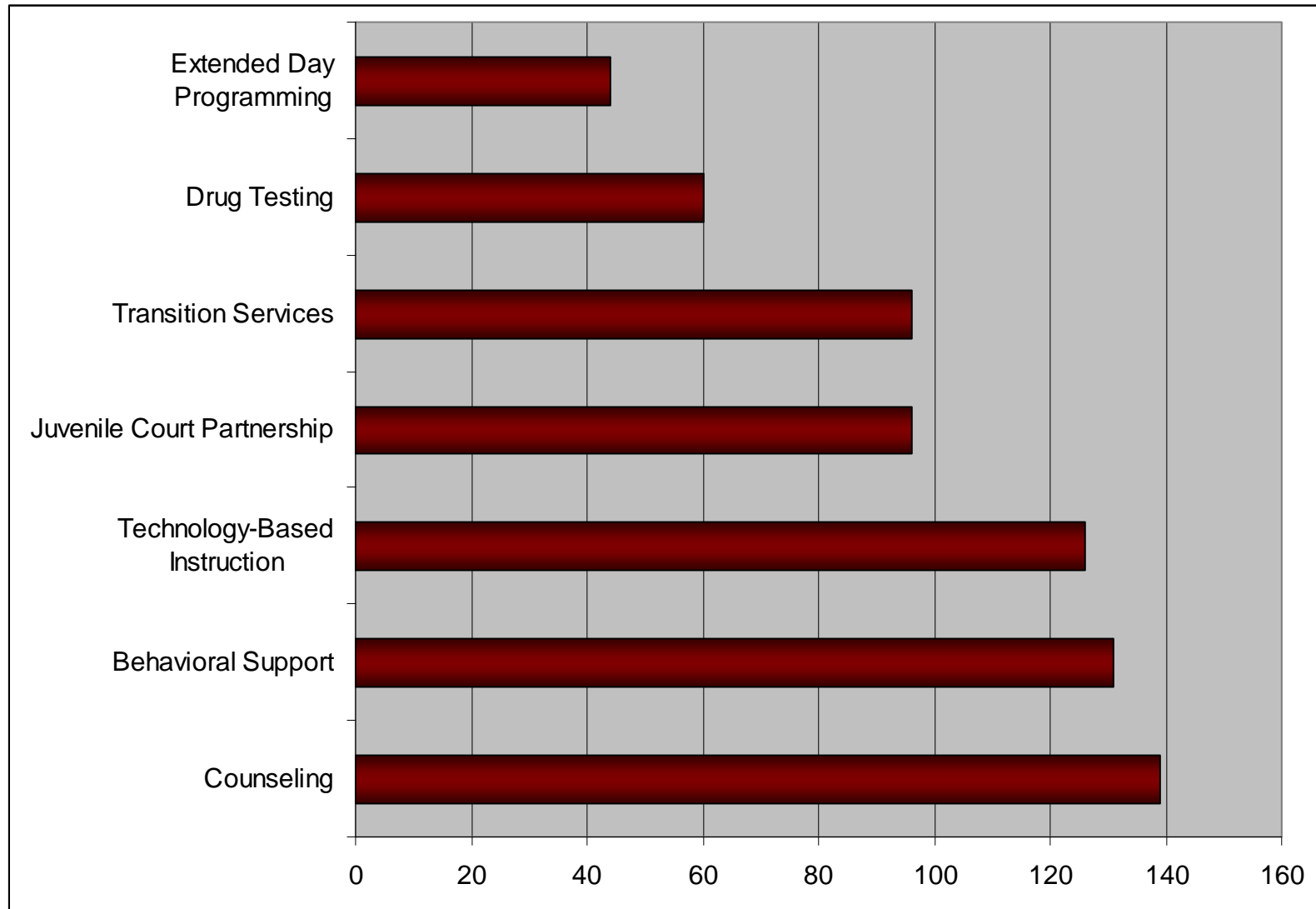
Primary Reason for Participation in an Alternative Education Program

(As reported by Tennessee School Districts)



School Elements in an Alternative Education Program

(As reported by Tennessee School Districts)



Appendix 5

Facility, Program, and Placement Types for Alternative Education Programs

(As reported by Tennessee School Districts)

Facility Type		
Facility Type 1	Alternative School	Separate facility, may or may not have a school number
Facility Type 2	Self-Contained Alternative Program	Single or multiple class, self contained, alternative program that is housed within a school or facility

Program Type		
Program Type 1	Punitive Placement	An academic program that aims to segregate, contain and reform disruptive students
Program Type 2	Program of Choice	Individualized, student-centered academic program
Program Type 3	Therapeutic Program	Therapeutic program that targets students with social and emotional problems
Program Type 4	Mixed Program Type	Any combination of Type 1, 2 or 3

Placement Type		
Placement Type 1	Short Term	45 Days or Less
Placement Type 2	Long Term	45 Days or More

Appendix 6

Sample Comments from LEAs

Local education agencies were asked to indicate their current needs. Below are just a few sample comments from school districts. Most comments shed light on the vast needs of alternative educators.

Alcoa City Schools and **Anderson County Schools** request the means to implement more virtual high school and e-learning opportunities for alternative education students. For example, specialty courses such as a foreign language cannot currently be offered in the alternative program. Online or distance learning courses could eliminate that problem.

Campbell County Schools want more technology funds for their alternative education program to align with current alternative education program standards.

Coffee County Schools call for appropriations to fully develop a functional alternative program designed to address the many problems of teens today.

In **Giles County Schools**, administrators believe that computers, software and internet access would greatly benefit the program and allow alternative educators to network with other teachers.

Professional development access is a concern of **Lawrence County**. Preferred topics include behavior management, drug and alcohol awareness, and how to handle students with special needs.

Maury County Schools recommends web-based curriculum modules that alternative educators can access to provide lesson plans and study guides for the various grade levels served in alternative education programs.

Memphis City Schools proposes access to online textbooks for students.

Rutherford County Schools suggest providing transition coordinators to adequately deal with students who return to their school of origin and to follow-up with their progress upon reentry.

Williamson County Schools request the means to offer credit recovery courses in their programs.

Literature Review

In order to gain a greater perspective of the field, the Council reviewed current literature on Alternative Education. Below are a few key findings:

Many students attend alternative education programs via placement rather than choice

In the past, most alternative schools were schools of choice (Lehr, Moreau, Lange & Lanners, 2004, p.4). Current findings suggest that alternative schools are serving students that traditionally would have been suspended or expelled due to behavioral problems (Lehr, Moreau, Lange & Lanners, 2004, p.4). Researchers attribute this to zero tolerance policies arguing, "This growth is due to multiple factors which may include reaction to zero tolerance policies, promotion of policies associated with safe schools, increased numbers of large high schools with high enrollment, more challenging student population, and increased attention to system accountability associated with federal policy" (Lehr, Moreau, Lange & Lanners, 2004, p.4).

Three types of alternative education programs have emerged based on the characteristics of the program

While experts continue to disagree about how to define alternative education, three types of programs have emerged based on certain characteristics. As you will see, elements of each can be found in Tennessee. Those types include the following:

Type 1: A program that offers a full-time, educational alternative for students of all kinds. Ideal students include those needing individualized or individual attention, those seeking a challenging or innovative curriculum, or dropouts wishing to earn their diplomas (Raywid, as cited in Aron, 2006, p. 4).

Type 2: This program type is characterized by discipline. These alternative education programs aim to segregate and reform disruptive students. Students typically do not choose to attend. Time requirements in this type program tend to be short-term in nature. Familiar models include last-chance schools and in-school suspension programs (Raywid, as cited in Aron, 2006, p. 4).

Type 3: The third type of program is short-term and therapeutic in nature. The program is designed for students with social and emotional problems that often create academic and behavioral barriers to learning. Traditionally, these alternative schools offer counseling, access to social services, and academic remediation (Raywid, as cited in Aron, 2006, p. 4).

Overall, schools districts with alternative education programs are offering a wide array of services

The National Center for Education Statistics (2002) reports that, “Over three-quarters of the districts had curricula leading toward a regular high school diploma (91 percent), academic counseling (87 percent), policies requiring a smaller class size than regular schools (85 percent), remedial instruction (84 percent), opportunities for self-paced instruction (83 percent), crisis/behavioral intervention (79 percent). Least commonly required were extended school day or school year (29 percent), security personnel on site (26 percent), and evening or weekend classes (25 percent)” (p. vi).

Alternative schools and programs are beginning to require entrance and exit planning/counseling

Consistent with Senate Bill 2157/ House Bill 2125 mandating a formal transition plan for students entering and leaving an alternative education setting, many alternative education programs are requiring a formal transitional plan. Pennsylvania’s Department of Education includes transitional planning as a best practice. Practitioners describe an effective transition plan as “A written plan that includes exit criteria that are data driven, developed prior to student placement in the alternative program, and are subject to periodic review via an evaluation process clearly defined within the plan. The exit criterion includes a transitional component for monitoring continued success of the student in the new setting. All students must be reviewed for return to the regular classroom at least at the end of every semester. Exit criteria should be reviewed in multiple areas such as behavior and pro-social skills, academics, and attendance” (Pennsylvania Department of Education, para. 1, 2007). The Texas School Safety Center also recommends that communication between the alternative school and home campus continue to take place and that alternative education staff remained involved after the student returns to his or her home school (Texas School Safety Center, 2007, p. 75).

Alternative schools and programs are collaborating more and more with other public organizations

Recently, local education agencies have begun partnering and collaborating with other social services agencies and not-for-profit agencies outside of the school district (National Center for Education Statistics, 2002, p. 29). The National Center for Education Statistics indicates that, “The most widely report type of collaboration was with the juvenile justice system (84 percent). Seventy-five percent of districts with alternative schools and programs for at-risk students reported collaboration with community mental health agencies, (70 percent) collaborative with police or sheriff’s departments, and (69 percent) collaborated with child protective services. Of the services under question, collaboration with

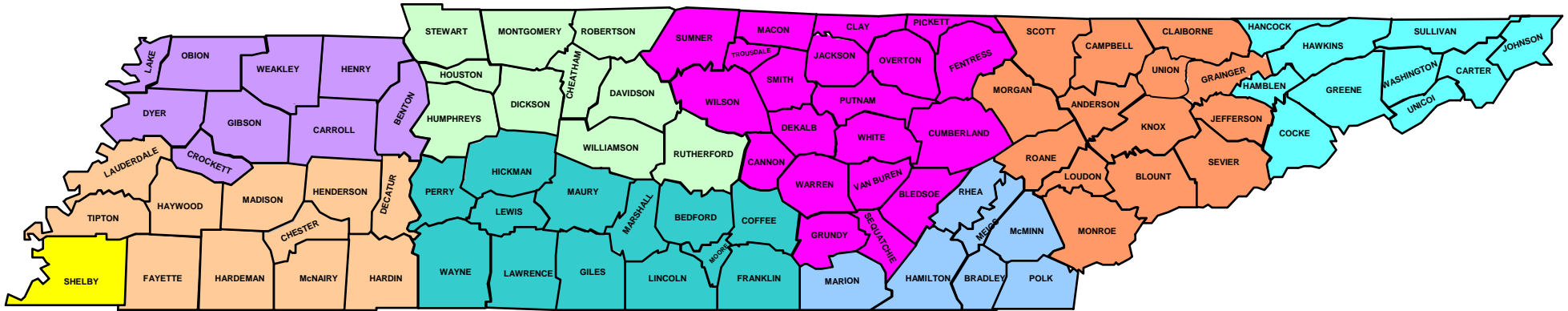
Appendix 7

parks and recreation departments was least commonly cited by districts (23 percent)” (National Center for Education Statistics, 2002, p. 29).

States are beginning to develop procedures for evaluating alternative schools and programs

In a recent national survey of state-wide initiatives, Antonis Katsiyannis and Brenda Williams (1998) acknowledge that, “Twelve states reported the existence of procedures for program evaluation and/or monitoring compliance. North Carolina implemented an evaluation project that included both process and outcome evaluation to assess the services and effectiveness of alternative education programs” (p. 1).

Tennessee Alternative Educators Study Council



Memphis/Shelby	Southwest	Northwest	Mid Cumberland	South Central	Upper Cumberland	Southeast	East Tennessee	First Tennessee
Joris Ray rayj@mcsk12.net PH: 901.416.2200 <i>Memphis City</i>	Daryl Walker dwalker@tipton-county.com PH: 901.475.5810 <i>Tipton County</i>	Joyce Hale halej3@k12tn.net PH: 731.364.3979 <i>Weakley County</i>	Karen Willey kwilley@dcbe.org PH: 615.740.6070 <i>Dickson County</i>	Mary Carter mcarter@k12tn.net PH: 931.388.8403 <i>Maury County</i>	Marie Summers reesummers@hotmail.com PH: 615.666.2125 <i>Macon County</i>	Zoe Renfro zrenfro@bradleyschools.org PH: 423.473.8473 <i>Bradley County</i>	Roger Robinson rrobinson@ortn.edu PH: 865.220.0936 <i>Anderson County</i>	Glenda McCracken mccrackeng4@netscape.net PH: 423.928.0522 <i>Johnson City Schools</i>
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Shelby Memphis	Chester Decatur Fayette Hardeman Hardin Haywood Henderson Lexington Lauderdale Madison McNairy Tipton WTSD	Benton Carroll H. Rock-Br. Huntington McKenzie S. Carroll W. Carroll Crockett Alamo Bells Dyer Dyersburg Gibson Bradford Humboldt Milan Trenton Henry Paris Lake Obion Union City Weakley	Cheatham Davidson Dickson Houston Humphreys Montgomery Robertson Rutherford Murfreesboro Stewart Williamson Franklin SSD TSB	Bedford Coffee Manchester Tullahoma Franklin Giles Hickman Lawrence Lewis Lincoln Fayetteville Marshall Maury Moore Perry Wayne	Bledsoe Cannon Clay Cumberland DeKalb Fentress Grundy Jackson Macon Overton Pickett Putnam Sequatchie Smith Sumner Trousdale Van Buren Warren White Wilson Lebanon York Institute	Bradley Cleveland Hamilton Marion Richard City McMinn Athens Etowah Meigs Polk Rhea Dayton	Anderson Clinton Oak Ridge Blount Alcoa Maryville Campbell Claiborne Grainger Jefferson Knox Loudon Lenoir City Monroe Sweetwater Morgan Roane Scott Oneida Sevier Union ETSD	Carter Elizabethton Coke Newport Greene Greeneville Hamblen Hancock Hawkins Rogersville Johnson Sullivan Bristol Kingsport Unicoi Washington Johnson City
(Revised 07/07)								

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